DOCUMENT RESUME

ED 187 488 RC 012 000

AUTHOR Ortiz, Flora Ida
TITLE Significant Instructional Features in Bilingual Education.
PUB DATE Apr 80
NOTE 25p.; Paper presented at the American Educational Research Association Convention (Boston, MA, April, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education; *Bilingual Students; Bilingual Teacher Aides; Classroom Techniques; Cognitive Style; Discipline; Educational Facilities; Instructional Materials; Mexican Americans; *Program Administration; Program Design; *Program Effectiveness; Program Implementation; *Program Proposals; *Student Teacher Relationship; Teacher Attitudes; Teaching Methods
IDENTIFIERS *Academic Learning Time

ABSTRACT

Those who write and fund bilingual education programs are primarily concerned with the implementation, administration, and management of certain types of programs rather than with their instructional components. An analysis of 75 bilingual education program proposals indicated that this resulted in a preoccupation with facilities, materials, staffing, and teaching techniques and strategies, but minimal attention was paid to instructional elements such as academic learning time (ALT), classroom management, teacher expectations and attitudes, pupil learning styles, and teacher-pupil interaction. Observation of one California bilingual education program further revealed that teacher-pupil interaction was significantly reduced for bilingual students when bilingual aides were present. Classroom teachers then initiated interaction twice as often with non-bilingual students and mostly in English, whereas aides initiated interaction almost entirely with bilingual students and largely in Spanish. This (and other practices which indicated lower expectations for bilingual students) reduced their ALT and often resulted in classroom management problems. While ALT and teacher-pupil interaction appear to be the two most significant instructional features in bilingual education programs, the other features studied must also be included in such programs to ensure equitable delivery of educational services to bilingual students. (SB)

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ED187488

SIGNIFICANT INSTRUCTIONAL FEATURES IN BILINGUAL EDUCATION

Flora Ida Ortiz
University of California, Riverside

This paper has been prepared for presentation at the American Educational Research Association Convention, Boston, April 1980.

RC 012 000

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ABSTRACT

This study reports on significant instructional features in bilingual programs. The two most significant ones are teacher-pupil interaction and academic learning time. From the data reported upon it is proposed that the other instructional features: educational facilities, appropriate materials, techniques and strategies, classroom management, teacher expectations and attitudes, and learning styles are important but dependent on the positive presence of the first two.

It is also concluded that these features must be identified and included as part of bilingual education programs in order to insure that the educational services delivered to bilingual students are equitable.

Significant Instructional Features in Bilingual Education

Bilingual education is mandated in those school districts which have a substantial number of students whose native language in other than English. Bilingual education programs have not been reported to be overwhelmingly successful. One reason which has been inferred in the literature is the neglect to consider the significant instructional features which must be present in curricular programs. This study sought to determine the significant instructional features in bilingual programs.

Review of the Literature

Several instuctional features have been claimed to attrubute directly or indirectly to student success or failure in academic performance. The literature specifies 1) educational facilities, 2) teacher-pupil interaction, 3) time on task or academic learning time (ALT), 4) appropriate materials, techniques and strategies, 5) classroom management, 6) teacher expectations and attitudes, and 7) learning styles.

Educational Facilities

The importance of educational facilities for students has been most extensively covered in the literature. The Coleman Report (1966), the study conducted by the U. S. Commission on Civil Rights (1973), and studies by the

various researchers looking at minority education (Carter, 1970; Hendrick, 1975; Moore & Gebler, 1967) report the high correlation between the inadequacy of educational facilities and low academic performance of minority students.

Teacher-pupil Interaction

Research studies (Jackson, 1974; U. S. Commission on Civil Rights, 1973) indicate that teacher-pupil interaction affects achievement. One of the major findings of the U. S. Commission on Civil Rights was that teachers interacted more with Anglo students than with Mexican-American students. The Anglos had more interaction with teachers so they received more help, praise and attention, and less criticism from the teacher. The Commission attributed this type of interaction to the Anglos' propensity to favor middle class values which were prevalent in the school setting.

deGroat and Thompson (1949), Hoehn (1954), Heller and White (1975) found that teachers give more response opportunities to high rather than low achieving students. In a study by Brophy & Good (1970) they discovered that high achieving youngsters initiated more interactions with the teacher.

Hernandez-Chavez (1975), Cohen and Beltramo (1975), and Laosa (1977) found that the amount of accent that a youngster exhibits also influences the amount of teacher interaction with the student.

Academic Learning Time

The Beginning Teacher Evaluation Study (BTES) observed and studied how students spend their academic learning time. They found that 1) the amount of time the student is engaged in a relevant task is positively related to academic achievement; 2) the more allocated time in an area the more the student will learn; and 3) the more time the student spends at a high success

rate the more he will learn.

A review of research (Bloom, 1976) demonstrated a high positive correlation between achievement and student participation. A review by Rosenshine and Berliner (1978) and an investigation by Stallings and Kaskowitz (1974) supports Bloom's conclusions.

The research findings of Good and Becherman (1978) demonstrate that there was a significant increase in work involvement if the teacher assigned the task.

According to Bossert (1978) the structure of activities affects the youngsters' presentation to subject matter, the materials employed, the teaching strategies and techniques, social interaction, and the teacher's authority; and this in turn is related to what the youngster learns.

Gump (1967) discovered that youngsters' task attentiveness as well as cooperation were much greater in small groups than during seat work or recitation activities.

Classroom Management

Johnson and Brooks (1974) report that classroom management can be theoretically separated from instruction but both are related in practice. People may perceive management as an aspect of instruction while others view the two elements as intricately related where good management is necessary for effective instruction and successful instruction is essential for effective management.

Brophy and Putnam (1979) contend that proactive planning and organizing are fundamental teaching skills needed in effective classroom management as are the teacher's attitudes, expectations and behaviors and the classroom

setting.

Kounin (1970) found that effective classroom managers were those teachers who were well prepared. He found youngsters were undistracted and absorbed when the activities pursued a logical sequence.

Kounin and Gump (1974) and Kounin and Doyle (1975) stress that special strategies must be used for different activities. They discovered that various techniques dictated attentiveness and task involvement.

Another important component in classroom management are techniques of motivating and shaping behavior. Deci (1975), Eder (1975) and Spaulding (1978) have studied the use of extrinsic and intrinsic reinforcers in the classroom and the principles of behavior modification.

Teacher's Attitudes and Expectations

Studies by Byers and Byers (1972), Jackson and Cosca (1974), the U.S. Commission on Civil Rights (1973), and Rubovitz and Moehr (1973) report that teachers demonstrate less pleasant behaviors around ethnic minority youngsters. Also, they suggest minority and majority student behaviors in class are different.

Teacher's attitudes and expectations also affect achievement. Investigations carried out by Coates (1972), Datta, Schafer, and Davis (1968), Jensen and Rosenfeld (1974) all show that teachers have decreased expectations for minority youngsters.

Learning Styles

Researchers such as Ramirez and Casteneda (1974) have reported on the importance of learning styles of children. The reported findings indicate the necessity for providing an educational experience which is consistent

with the socialization practices of the youngsters' home and neighborhood.

Research conducted by Lesser, Fifer, and Clark (1965), Stodolsky and Lesser (1967), and Ramirez and Price-Williams (1971; 1974) demonstrated that Anglo and Mexican-American youngsters perform differently. They assert that these distinctive patterns of cognitive performance are related to cultural disparities. In other words, youngsters from different cultural backgrounds perceive and organize information based on elements in their environment. Castaneda and Ramirez (1974) contend that "values and socialization styles determine or affect development of cognitive style in children, and differences which parallel those seen in socialization practices may be seen in several areas of behavior."

Kagan and Madsen (1974; 1972), Kagan and Ender (1975), Kagan and Carlson (1975), and Kagan (1977) found that Mexican American youngsters were less competitive and more cooperative than Anglo youngsters. They found different human relational styles which would greatly affect performance because of the schools' environment in the United States based on competition.

The perceptual researchers, Witkin, Dyk, Faterson, Goodenough, and Karp (1962) first defined the concepts of "field dependent" and "field independent." According to Cohen (1974), Messick (1970), and Ramirez (1974) field independent youngsters perform better on analytical tasks, learn more easily information that is abstract and impersonal, and are not especially affected by others' opinions. Canavan (1969) and Ramirez and Price-Williams (1974) have found that Mexican-Americans are field dependent and do not exhibit these behaviors but rather the reverse.

Methodology

A combination of data collection methods were used to gather the information for this report. The literature was reviewed to identify the significant instructional features. In addition to the regular literature search for instructional features, 75 bilingual education program proposals which have been collected since 1974 from sites throughout the United States were inspected to determine the presence of instuctional features. The program proposal of the school district whose classes were observed was used for intensive content analysis.

Six bilingual classrooms were observed for a period of one week each to determine the presence of instructional features in bilingual programs. The classrooms ranged from kindergarten to sixth grade. Two classrooms were a combined kindergarten and first grades. One classroom was third grade. One classroom was fourth grade. Two classrooms were a combined fifth and sixth grades. The observer spent two weeks each in the combined classrooms and focused on each grade for one week.

Six teachers, six instructional aides, four bilingual specialists, including one director, and a principal were also interviewed regarding their program's characteristics. All of the interviewees and those observed are from a Southern California medium sized urban school district. The primary language, other than English, is Spanish.

Findings

Bilingual Education Program Proposal Content

The first important finding in this study was that instructional features are not of equal importance in bilingual programs. For example, bilingual

education program proposals specify educational facilities, appropriate materials, staffing and techniques and strategies. The conceptualization of carrying out a bilingual education program is general and administrative rather than specific and technical. This results in bilingual education program proposals which totally ignore the instructional elements of teacher-pupil interaction, academic learning time, classroom management, teacher expectations and attitudes, and student learning styles.

To be more specific bilingual education program proposals delineate the issues regarding school performance of bilingual children, specify the administrative requirements and presume that a "type" of bilingual program will address instruction. For example, approved bilingual programs propose to improve instruction for bilingual children by the application of a particular type of bilingual program such as the immersion method. Therefore, the preoccupation with educational facilities, appropriate materials, staffing, and techniques and strategies results in minimal attention to the technological aspect of learning at the classroom level.

There are several outcomes to this design in implementing bilingual programs. The appropriateness of educational facilities and materials is based on the general perception regarding types of bilingual programs. If the type of bilingual program calls for certain materials and educational facilities, they are provided without regard to the specific utilization at the classroom level. For example, this may mean that using certain educational facilities such as complex mathematics laboratories means student travel time to and from the laboratory, thereby maybe cutting into his/her academic learning time. It may also be that the personnel becomes preoccupied in the technical aspects of the laboratory to the neglect of the learning issues of

the student.

Another aspect to this is that staffing plans are delineated in order to implement the program rather than to specify teaching and learning techniques and strategies. For example, program proposals do not specify minimum teacher-pupil ratios, teacher-pupil interaction, types of teacher-pupil interaction, types of teacher-pupil activities, or frequency, duration and quality of teacher-pupil relationships. Instead, the proposals specify staffing requirements for carrying out a bilingual program which includes directors, specialists, program monitors, teachers, and instructional aides.

Related to the above aspect, the techniques and strategies which are specified in bilingual education program proposals are those tied to the type of bilingual program. For example, if English as a second language (ESL) is one of the components of the program techniques and strategies regarding the program are specified. This is in contrast to specifying the fundamental instructional elements such as the composition of lessons, the mode of delivery, the provision for continuous lesson feedback and evaluation. Therefore, teaching bilingual children becomes an activity concerned with a program rather than teaching and instructing bilingual youngsters.

The issue of teacher expectations and attitudes is addressed in virtually every single program proposal (73 out of 75 inspected for this study). However, this issue is presumed to be solved by providing inservice training for teachers. Sometimes provisions are made to measure attutudinal changes among the staff. Interestingly, out of the 75 program proposals inspected not one provided for a means to determine if classroom behavior was altered. The presumption is that the inservice training and the bilingual program will improve expectations and attitudes among teachers towards bilingual

students.

Learning styles are also addressed in bilingual education proposals. The manner in which this is done, however, is by specifying that individual differences of children will be considered, and that cultural characteristics and differences will determine instructional decisions. Some proposals go so far as to state that diagnosis and prescription of instruction will be conducted.

From the review of the content of bilingual education program proposals which has just been presented, it can be seen that proposal writers and those who fund these programs are primarily concerned with the administration and management of certain types of bilingual programs rather than with their instructional components. This may be so, because these instructional components have not been identified, have not been viewed as significant parts of bilingual education, and may be difficult to enforce.

Instructional Features in Bilingual Education Classrooms

The data collected from bilingual education classrooms indicate some fidelity to the program proposals approved for the specific school districts. (The data presented here is from six classrooms in one school district).

El Sol School District is proud of its bilingual education program. It has been in existence since 1974. Before that, special teachers had been assigned for non-English speaking students. The history of this school district indicates that there has always existed a concern and a sensitivity regarding bilingual students. Also, the school district has tried several approaches to help these students. Before 1974, non-English speaking students would be "pulled out" of classrooms for special tutoring and help by a special

"traveling" bilingual teacher. In 1974, a bilingual program was funded and implemented. The program called for special staffing. This resulted in the creation of a bilingual education unit consisting of a bilingual specialist, several bilingual education resource teachers, bilingual teachers, teachers willing to teach in bilingual classrooms, and teacher aides. An extensive inservice training program was created to prepare teachers to instruct students in English and Spanish simultaneously. This program continued for two years.

Several problems arose at the classroom level which necessitated changes. One was that there wasn't enough time to teach all of the curricular content in both languages. Also, there wasn't enough time to teach both languages. Even for those teachers who were highly competent in both languages time became an overriding concern. Related to this, the test results indicated that the students engaged in the program showed specific content deficiencies.

Another problem was training teachers to instruct fluently in two languages. The most common solution to this was to hire bilingual instructional aides to teach in Spanish while the teachers taught in English.

A more subtle problem was that some parents did not want their students in classrooms where "so much Spanish" was used in the classroom.

The changes that arose the following two years were to increase the amount of time taught in English and to institute ESL classes for certain pupils. This resulted in classrooms with greater variety in their programs and with lesser attention paid to the native language. As the program evolved, the ESL component was strengthened, teachers relinquished bilingual students to the instructional aides and they resumed teaching the traditional content areas in English. Even the bilingual teachers taught the greater

part of the day in English.

Educational Facilities

During the period of data collection, several instructional aspects of the bilingual program were routinized. The educational facilities which were specifically designed for the program were: a mathematics laboratory, a listening center, and a Spanish-English curriculum center. The mathematics laboratory was used by the total school. The bilingual students used it for about 12 minutes twice a week. This was so because the students had to come across the school campus to the laboratory, get their materials, go to their station, put away their materials, and return to their classroom. The total time scheduled for this was 20 minutes, but the actual time students spent at their stations working rarely exceeded 14 minutes and sometimes was as short as 10 minutes.

The listening center was located in the classroom. Students could use it to listen to narrations, films, and television programs. The use of this center was not specifically scheduled, therefore students used it as they saw fit or found time. Bilingual students were observed to use it frequently, but rarely over 15 minutes at a time. This would be appropriate for short 8-10 minute films. It was less appropriate for half hour television programs or narrated passages. One student explained, " I finished my work early, so I can listen to "_____" story, but I won't be able to finish hearing it until tomorrow. I have to go to my next class in 15 minutes."

Both Spanish and English films and narrations were available for students. With the exception of one, all of the television programs were in English. During the weeks of observation, bilingual students were more likely to view and listen to films and narrations presented in English.

The Spanish-English curriculum center was also located in the classrooms. This was like a mini-library where books and printed materials were available for the students to use as they saw fit. This center was observed to be frequently used by all students. Some aspects to the use of this center were that bilingual students were more likely to select materials prepared in English than in Spanish. The instructional aide was scheduled to help bilingual children at this center. She was more likely to select materials prepared in Spanish. Bilingual students spent on the average of 20 minutes a day at this center. It was common for them to come here whenever they had time between periods.

Appropriate Materials, Techniques and Strategies

In order to "speed up" the acquisition of English, bilingual students were "pulled out" of the regular classroom to go to an ESL classroom and specialist for special instruction every day for one hour. The students generally spent 45 minutes every day engaged in ESL activities. They ranged from oral drills, to individual oral presentations, to seat work. Generally, the sessions were intense. This was possible because there were few students (8-10), the teacher had a highly structured routine, and most of the students were expected to cover specific material.

Several factors are important to consider in this section of the bilingual program. First, the structure of the class was traditional: one teacher, many students. Second, the teacher was bilingual. Third, there were very few students, so that the teacher could grant a comparably greater portion of her time to each one. Fourth, the students had to demonstrate specific skills while they engaged in the ESL activities.

The consequences were that the students complied to the teacher's expectations. The presence of only one bilingual adult meant that the attention of each student was to be uniformly directed. Also, the low teacher-pupil ratio meant that each student had a greater probability of interacting with the teacher. Because the teacher was alone, there was no opportunity for the the teacher to relinquish the responsibility of responding. Therefore, for any given segment of time, this was the one setting where bilingual children were placed where their opportunity for interacting with the teacher was greatly enhanced. There was one other aspect which determined the character of the session. The class was to learn English as a second language. The purpose was very clear. The status of the language was also clear, and the teacher's competence in both languages established a pleasant working relationship between her and the students.

The activities in which the students engaged were also conducive to increasing interaction between teacher and students. The lessons were highly structured. Out of 30 observations, the teacher deviated from the schedule only twice. Once was because a student became ill. The second time was due to a "surprise activity" because the students had performed so well. The first five minutes were spent "getting ready" for the class. Students came in, sharpened pencils, picked up books, worksheets, etc.. The teacher moved to the front. She reviewed what they had done the previous day, usually by drilling new words, phrases, or answering questions regarding the content. This usually took ten minutes. Then, she'd introduce the new material, new words, concepts, or sentence structures. She would subsequently direct students to their books, or other written materials such as on the chalk board, posters, etc.. The students would be asked to orally read, present

or respond to questions regarding the material. This session would take 20 or 25 minutes depending on the complexity of the material. Each student would be expected to speak and act. In general, the teacher was successful in eliciting responses from all students. The data record that out of 30 observations, four students were observed to comply less adequately than the rest. One was a recent arrival and was still very shy and reticent. A sixth grade boy "did not like the class" and tended to be beligerant. A fifth grade girl was absent a great deal of the time and was always behind. A third grade boy had a speech impediment, thereby hesitating to respond.

The teacher explained this part of her session in this manner.

> I know these students have to learn to express themselves orally. The only way to do it is to practice every day. I must force them to speak in one way or another. I must find ways to make it pleasant for them to speak in English. With 8 or 10 students you can check up on them every day even if it's for a short time.

The rest of the period would be spent in writing and reading silently. The teacher would wander through the classroom helping the students. On occasion, when a student had displayed a weakness in the oral exercise, she would drill with him/her for part of that time. This practice tended to aid in having all students doing the same things. She said once,

> It is hard to group a small class. The reason is that you spend more time with some and less with others. The students who are behind don't feel adequate; the students who are ahead become arrogant. I do my best to see that all of these students stay at about the same level.

From the previous passage it can be seen that the ESL portion of the bilingual program contains significant instructional features. One of them is that the teacher-pupil interaction is increased. Also, the time on task or academic learning time is increased, and the teacher expectations are very precise. This example highlights these features because the time

allotted to this activity is greater than for other activities such as the mathematics laboratory. Also, the activity is teacher directed. There is another aspect, the skill to be mastered is English. It is readily apparent when presented discretely. The children learn English words, they practice speaking, reading and writing in English. This class does not cover curricular content. This aspect also clarifies the issue of teacher expectations and attitudes. Students don't know English, they're here to learn the language, the teacher is supposed to know how to teach it, the students comply to the teacher's expectations and demands. Trying to keep the students moving at the same pace enables students and teacher to focus on the language acquisition activities, rather than on individual capacities and abilities.

Classroom management in this setting was not a serious consideration. Children deviated from the work norm, but the structure was so tight, the activities uniform and engrossing, that the students who experienced difficulty in complying did not have allies to encourage their behavior. In general, therefore, the activities and the classroom structure mitigated against developing deviant behavior.

Teacher-pupil Interaction

Other portions of the bilingual education program contained instructional features in varying proportions. One aspect was the teacher-pupil interaction. Bilingual children, especially those less proficient in English, were more likely to interact with the instructional aide than with the teacher. During the observation period, the student initiated interaction was three times greater with the instructional aide than with the teacher. The teacher initiated interaction was twice as likely to be with non-bilingual students

than with bilingual students. The instructional aide initiated interaction was almost totally with bilingual students.

Another observation was that bilingual students are likely to initiate interaction with instructional aides in Spanish and gradually shift to English. When they initiate interaction with teachers it is in English. Teachers initiate almost totally all of their interaction in English. Instructional aides initiate twice as much of their interaction in Spanish.

One important consideration in bilingual programs is that many adults are engaged. This is sometimes viewed as a positive aspect to the program. However, from the data collected for this study, it appears that the presence of adults in classrooms decreases pupil-teacher interaction. Teachers relinquish bilingual students to the other adults and focus on the non-bilingual ones. This results in increasing pupil-teacher interaction among the non-bilingual with a decrease in pupil-teacher interaction among the bilingual students.

Academic Learning Time

Related to this interaction, is the issue of academic learning time (ALT) for bilingual students. As teachers increase their interaction with non-bilingual students, they also increase the time on task. This is due to two reasons. The teacher is present to monitor student time on task. The teacher-student interaction is part of the academic learning time. Bilingual students being deprived of this interaction are also penalized in a decrease of academic learning time.

What do bilingual students do with their time? A great portion of bilingual students' time is spent "moving" from one activity to another. They move across the campus to the mathematics laboratory. They move between

classrooms; they move from center to center. They're allotted on the average of 5 minutes "to get ready" every time they change classes. A typical schedule indicates on the average of 7 moves a day with 5 minutes before and after each move to equal over an hour a day spent in non-academic activities.

Another observation among bilingual children is that they are "allowed to wander" during regular class sessions. Sometimes they wander during the entire class. "Nice" bilingual students are asked to "run errands for the teacher." This involves delivering notes, forms, requests, or other matters. Some bilingual students are perceived to be good athletes. They are "permitted to join the physical education classes for the rest of the day." This is especially true with the upper grades.

Bilingual students are also perceived as being good artists. Therefore, they are "permitted" to draw, paint, sketch and on occasion do some sculpturing. Allofthese activities result in a decrease on academic learning time.

Classroom Management

This decrease in academic learning time leads to other consequences. One of the most serious, particularly at the upper grades, is classroom management. These "wandering" students finally create problems. They refuse to comply to the teacher's demands and they become dissatisfied with the schooling situation.

Teacher Expectations and Attitudes

Teachers react by lowering their expectations and by developing negative attitudes. Bilingual students are viewed as problem pupils. Teaching in a bilingual classroom is viewed negatively. Most seriously, bilingual students are denied the respect and services they would otherwise get.

Conclusions

The two most significant instructional features in bilingual education programs are teacher-pupil interaction and academic learning time. From the data reported upon it is proposed that the other instructional features: educational facilities, appropriate materials, techniques and strategies, classroom management, teacher expectations and attitudes, and learning styles are important but dependent on the positive presence of the first two.

It is also concluded that these instructional features must be identified and included as part of bilingual education programs in order to insure that the educational services delivered to bilingual students are equitable.

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